

# DOCUMENT RESUME

ED 070 994

CG 007 701

**TITLE** Strand III - Mental Health for Grades K-3. Special Edition for Evaluation and Discussion.

**INSTITUTION** New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.

**PUB DATE** 70

**NOTE** 24p.

**EDRS PRICE** MF-\$0.65 HC-\$3.29

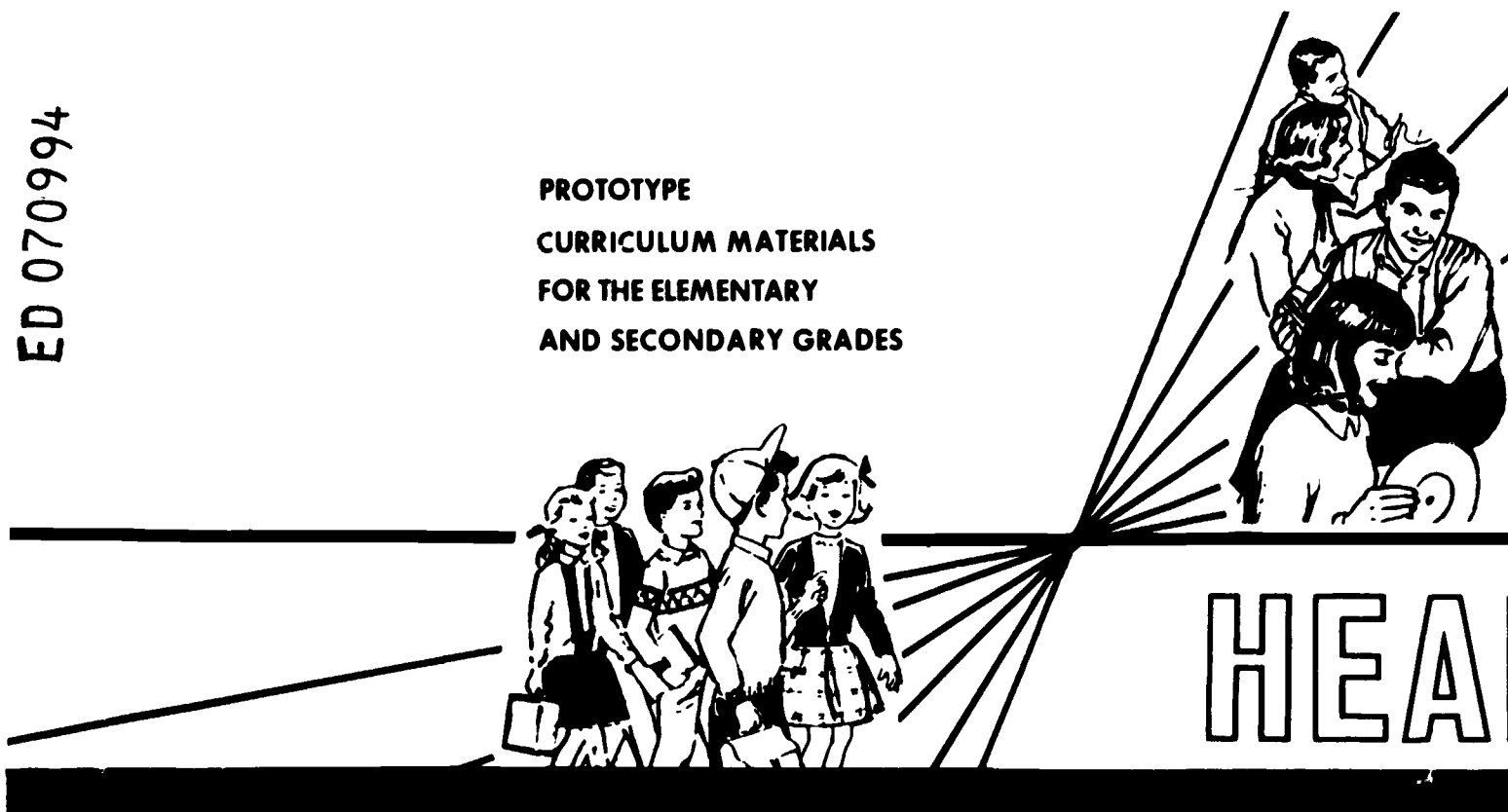
**DESCRIPTORS** \*Curriculum Guides; Elementary Grades; \*Elementary School Curriculum; Elementary School Teachers; \*Family Life Education; Instructional Aids; \*Instructional Materials; Kindergarten; \*Mental Health; Personality Development; Primary Grades

## ABSTRACT

This health curriculum guide, intended for use with children in kindergarten through grade three, is based upon the commonality of experience which virtually each child brings into the classroom with him: his participation in a family unit. The contents of the guide are presented in outline form and cover the family, understanding the life cycle, and human growth and development. For each content area and its sub-divisions, fundamental concepts, teaching aids, and learning activities are suggested. The guide also supplies supplementary information which a teacher could incorporate into the lessons at a simplified level. It includes socialization patterns, value development, physical growth characteristics, and more sophisticated definition of concepts. Outcomes of this unit in mental health are stated in terms of the student's increased understanding and heightened appreciation of himself as a developing individual, of his role within his family, and of his relationships with those outside his family unit. (SES)

ED 070994

PROTOTYPE  
CURRICULUM MATERIALS  
FOR THE ELEMENTARY  
AND SECONDARY GRADES



# GRADES K-3

## STRAND III MENTAL HEALTH

SPECIAL EDITION FOR EVALUATION AND DISCUSSION

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT  
BUREAU OF ELEMENTARY CURRICULUM DEVELOPMENT/ALBANY, NEW YORK 12224/

U S  
E  
O  
THIS DO  
DUCED  
THE PER  
INATING  
IONS ST  
REPRESE  
CATION P

U S  
U U  
7 7  
U I

# HEALTH

# DES K-3

U.S. DEPARTMENT OF HEALTH  
EDUCATION & WELFARE  
OFFICE OF EDUCATION  
THIS DOCUMENT HAS BEEN REPRO-  
DUCED EXACTLY AS RECEIVED FROM  
THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

### D III MENTAL HEALTH

## CONCLUSION AND RECOMMENDATION FOR EVALUATION AND DISCUSSION

UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT  
OF ELEMENTARY CURRICULUM DEVELOPMENT/ALBANY, NEW YORK 12224/1970

ED 070994

HEALTH CURRICULUM MATERIALS  
Grades K-3

STRAND III, MENTAL HEALTH

The University of the State of New York/The State Education Department  
Bureau of Elementary Curriculum Development/Albany 12224

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University (with years when terms expire)

1984	Joseph W. McGovern, A.B., LL.B., L.H.D., LL.D., D.C.L., Chancellor	-----New York
1985	Everett J. Penny, B.C.S., D.C.S., Vice-Chancellor	-----White Plains
1978	Alexander J. Allan, Jr., LL.D., Litt.D.	-----Troy
1973	Charles W. Millard, Jr., A.B., LL.D., L.H.D.	-----Buffalo
1972	Carl H. Pforzheimer, Jr., A.B., M.B.A., D.C.S., H.H.D.	-----Purchase
1975	Edward M.M. Warburg, B.S., L.H.D.	-----New York
1977	Joseph T. King, LL.B.	-----Queens
1974	Joseph C. Indelicato, M.D.	-----Brooklyn
1976	Mrs. Helen B. Power, A.B., Litt.D., L.H.D.	-----Rochester
1979	Francis W. McGinley, B.S., LL.B., LL.D.	-----Glens Falls
1980	Max J. Rubin, LL.B., L.H.D.	-----New York
1971	Kenneth B. Clark, A.B., M.S., Ph.D., Litt.D.	-----Hastings on Hudson
1982	Stephen K. Bailey, A.B., B.A., M.A., Phd., LL.D.	-----Syracuse
1983	Harold E. Newcomb, B.A.	-----Owego
1981	Theodore M. Black, A.B.	-----Sands Point

President of the University and Commissioner of Education  
Ewald B. Nyquist

Executive Deputy Commissioner of Education  
Gordon M. Ambach

Deputy Commissioner for Elementary and Secondary Education  
Herbert F. Johnson

Associate Commissioner for Instructional Services  
Philip B. Langworthy

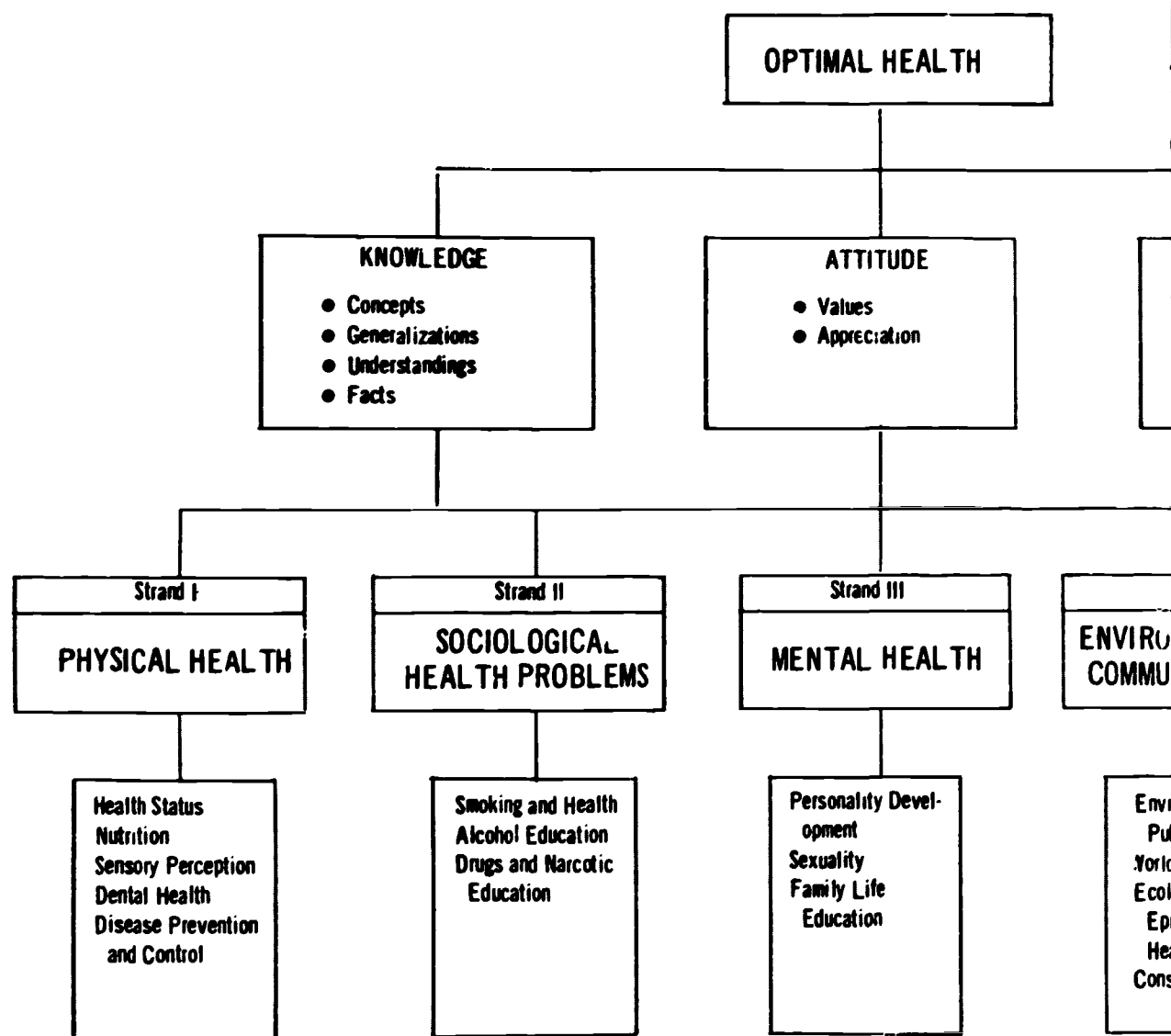
Assistant Commissioner for Instructional Services (General Education)  
Bernard F. Haake

Director, Curriculum Development Center  
William E. Young

Chief, Bureau of Elementary Curriculum Development  
Robert H. Johnstone

Director, Division of General Education  
Ted T. Grenda

Chief, Bureau of School Health Education  
John S. Sinacore



## OPTIMAL HEALTH

### KNOWLEDGE

- Concepts
- Generalizations
- Understandings
- Facts

### ATTITUDE

- Values
- Appreciation

### BEHAVIOR

- Basic Skills
- Decision Making

#### Strand II

### SOCIOLOGICAL HEALTH PROBLEMS

Smoking and Health  
Alcohol Education  
Drugs and Narcotic  
Education

#### Strand III

### MENTAL HEALTH

Personality Devel-  
opment  
Sexuality  
Family Life  
Education

#### Strand IV

### ENVIRONMENTAL AND COMMUNITY HEALTH

Environmental and  
Public Health  
World Health  
Ecology and  
Epidemiology of  
Health  
Consumer Health

#### Strand V

### EDUCATION FOR SURVIVAL

Safety  
First-Aid and  
Survival  
Education

STRAND III  
MENTAL HEALTH  
GRADES K-3  
OVERVIEW

When children first enter the school setting, they reflect a variety of experiences, reactions, and behaviors. This diversity notwithstanding, virtually all of these children have participated in a family unit. It is this commonality of pupil experience that provides a rich opportunity for an exploration of the nature of the family, the differences and similarities between families, and the roles of individuals within the family unit.

As children become aware of their role in the family, it is important to emphasize the relationship between their own personal growth and development and an increasing sense of responsibility to self and others, both within and outside the family setting. In essence, Strand III primary materials should serve to enhance the socialization of the child.



## MENTAL HEALTH

### OUTCOMES

#### Grades K-3

Pupils in grades K-3 should:

Be encouraged to think and act in a rational manner, within their developmental potentials.

Perceive of themselves as persons of worth.

Understand that each person must develop respect for himself, as well as respect for others.

Appreciate each member of the family as an individual and as a contributing member of the family unit.

Be convinced that each member of a family should be interested in the well-being of every other member.

Increase their competence in developing and maintaining satisfactory interpersonal relationships.

Understand that learning and observing rules for living makes for a happier and healthier life for all.

Develop an appreciation of significant aspects of the continuous life cycle.

Develop a wholesome respect for all parts of the body and use correct terminology in referring to them.

## OUTLINE OF CONTENT

## MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

## SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

### I. The Family

#### A. The basic family

The family is a group  
of people related by  
birth or marriage.

Have children draw pic-  
tures of their families  
and tell about them.  
Help them to see that  
there are many different  
kinds of family groupings

#### B. Family similari- ties and differ- ences

Animals, like humans,  
have families. There  
are similarities and  
differences in animal  
families.

Collect pictures of ani-  
mal families and plan a  
bulletin board based on  
this theme.

Each family is very  
much like all families  
in some ways, but dif-  
ferent in other ways.

Discuss ways in which all  
families are alike. Have  
children make booklets of  
"My Family." Begin book-  
let with pictures of  
things common to all  
families.

**MAJOR UNDERSTANDINGS AND  
FUNDAMENTAL CONCEPTS**

The family is a group of people related by birth or marriage.

Animals, like humans, have families. There are similarities and differences in animal families.

Each family is very much like all families in some ways, but different in other ways.

**SUGGESTED TEACHING AIDS  
AND LEARNING ACTIVITIES**

Have children draw pictures of their families and tell about them. Help them to see that there are many different kinds of family groupings.

Collect pictures of animal families and plan a bulletin board based on this theme.

Discuss ways in which all families are alike. Have children make booklets of "My Family." Begin booklet with pictures of things common to all families.

**SUPPLEMENTARY INFORMATION  
FOR TEACHERS**

Definitions of family:

1. biological unit - father and/or mother, one or more children
2. social unit - unit providing for transmission of the culture; provision of education and recreation
3. economic unit - support by same budget; provide for welfare of family
4. legal unit - as determined by law

Animal families are formed to perpetuate the species by affording protection of the young. Differences result from differences in needs.

Family similarities are based upon the family as a unit for meeting basic needs, both physical and emotional. Family differences are based upon the way these needs are met and upon the traditions of particular cultures.

## OUTLINE OF CONTENT

## MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

## SUGGESTED TEACHING AND LEARNING ACTIVITIES

Discuss family customs  
such as observances  
holidays, etc., how  
differ in various fam-  
lies, and why they differ

### C. Functions of the family

Family life is an impor-  
tant part of each per-  
son's life.

#### 1. Transmits culture

Family living differs  
in our country and in  
other parts of the  
world.

Plan a celebration board  
Include pictures and  
stories of various ho-  
lidays, how they are ce-  
lebrated, etc. Stress  
holidays differ in di-  
fferent cultures. Lea-  
son songs and words in ot-  
her languages. (Counting  
ten is fun and easy in  
many languages - French,  
Spanish, and even Chinese)

### MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

### SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

### SUPPLEMENTARY INFORMATION FOR TEACHERS

Discuss family customs such as observances of holidays, etc., how they differ in various families, and why they differ.

Family customs in America have been influenced by ethnic groups, religious beliefs, and the cultural heritage of many societies.

Families from different countries and even those from different parts of our own country have some ways of living that are quite different from those to which we are accustomed. There are many kinds of families - some with only one parent, some with both parents, some with step or foster parents, some including relatives, some with adopted members. What is of utmost importance is the love and security shown in a family.

Family life is an important part of each person's life.

Family living differs in our country and in other parts of the world.

Plan a celebration book. Include pictures and stories of various holidays, how they are celebrated, etc. Stress that holidays differ in different cultures. Learn songs and words in other languages. (Counting to ten is fun and easy in many languages - French, Spanish, and even Chinese.)

Encourage children of different ethnic or religious or cultural backgrounds to describe their customs, holidays, language, etc.

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMEN FOR
2. Educates the young	Families teach children the difference between right and wrong. Rules are necessary and help- ful.	<p>Learn songs representa- tive of other regions or cultures.</p> <p>Rules of behavior can be discussed with children in terms of why we need rules at all. Have child- ren think about a home or school without rules. What would happen? Role play children at home without a parent or adult supervision. (Give sim- plified situations such as "You are hungry.")</p> <p>Have children talk about their feelings toward people who set up and enforce rules, such as:</p> <ul style="list-style-type: none"> <li>. teachers</li> <li>. principals</li> <li>. parents</li> <li>. policemen, etc.</li> </ul> <p>Write a story, "If I Were _____ " about some- one in authority. Tell what rules for living you would set up.</p> <p>The film, <u>Holiday From Rules</u> (distributed by Henk Newenhouse), trans- ports four children to an imaginary island where there are no rules.</p>	<p>During o many of of "right from hea ing olde family.</p> <p>Values o</p> <ol style="list-style-type: none"> <li>1. educ</li> <li>2. deve</li> <li>3. deve</li> <li>ment</li> <li>tra</li> <li>4. soci</li> <li>5. secu</li> <li>emot</li> <li>(inh</li> <li>right</li> </ol>

EMEN  
FOR

## MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

Families teach children the difference between right and wrong. Rules are necessary and helpful.

## SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

Learn songs representative of other regions or cultures.

Rules of behavior can be discussed with children in terms of why we need rules at all. Have children think about a home or school without rules. What would happen? Role play children at home without a parent or adult supervision. (Give simplified situations such as "You are hungry.")

Have children talk about their feelings toward people who set up and enforce rules, such as:

- . teachers
- . principals
- . parents
- . policemen, etc.

Write a story, "If I Were \_\_\_\_\_" about someone in authority. Tell what rules for living you would set up.

The film, Holiday From Rules (distributed by Henk Newenhouse), transports four children to an imaginary island where there are no rules.

## SUPPLEMENTARY INFORMATION FOR TEACHERS

During childhood, we get many of our basic ideas of "right" and "wrong" from hearing and observing older members of the family.

Values of family life:

1. education of members
2. development of values, attitudes, judgment
3. development of temperament and personality traits
4. socialization
5. security - physical, emotional, legal (inheritance, property rights, etc.)

## OUTLINE OF CONTENT

## MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

## SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

3. Provides food, clothing, and shelter

4. Provides identification for members

5. Provides understanding and love

The health of each family member affects the well-being of all family members.

Love and security are found first within the family structure.

Discuss the need for rules in school. Use a puppet to act as moderator of the discussion.

What happens when two people want the same thing at the same time? Or when two people want to see different programs on TV at the same time? Or when two people share a room and one person is neat and the other is messy?

Make a chart of classroom rules.

As an art activity, have children draw pictures of animal parents (robin, hen, cow, etc.) feeding, protecting, and teaching their young.

Discuss why this is so. Make a mural depicting ways families practice disease prevention.

Have pupils write, tell, or draw ways in which parents show love for their children, protect them, and provide for them.



## MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

## SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

## SUPPLEMENTARY INFORMATION FOR TEACHERS

Discuss the need for rules in school. Use a puppet to act as moderator of the discussion.

Using a puppet minimizes the teacher's authority as an imposer of rules.

What happens when two people want the same thing at the same time? Or when two people want to see different programs on TV at the same time? Or when two people share a room and one person is neat and the other is messy?

Make a chart of classroom rules.

State rules positively, rather than negatively, whenever possible.

As an art activity, have children draw pictures of animal parents (robin, hen, cow, etc.) feeding, protecting, and teaching their young.

The health of each family member affects the well-being of all family members.

Discuss why this is so. Make a mural depicting ways families practice disease prevention.

At this point it might be appropriate to explain the concept of adoption. The love for a child in the family should be stressed.

Love and security are found first within the family structure.

Have pupils write, tell, or draw ways in which parents show love for their children, protect them, and provide for them.

We do not always feel the same or think the same as others in the family, but each one's feelings and ideas are important.

## OUTLINE OF CONTENT

## MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

## SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

## SUPP

We need to love other people and, in return, be loved by others.

Discuss ways in which family members show love for children. Can someone be angry or upset with you and still feel love? Relate this to feelings children have had toward pets who misbehave.

Angr  
ily  
love  
stru  
not  
are  
Stre  
norm  
stru  
and  
can

- a. expression of love

Learning to love is one of the most important keys to a happy life.

Read "Love Is a Special Way of Feeling," by Joan Walsh Anglund.

- b. self-understanding

Before we can understand others, we must first understand ourselves.

Read "Happiness Is a Warm Puppy," by Charles M. Schulz. Make a "Happiness Is," bulletin board. Discuss similarities and differences in children's likes.

- c. understanding others

Role play a family situation, using puppets, to illustrate ways in which family members show they understand how other family members feel.

- 6. Provides recreation and other activities

Collect pictures of families engaged in family activities. Discuss what children do with their families. Have them draw pictures showing how family members have fun together.

SUPP

Angr  
ily  
love  
stru  
not  
are  
Stre  
norm  
stru  
and  
can

### MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

We need to love other people and, in return, be loved by others.

Learning to love is one of the most important keys to a happy life.

Before we can understand others, we must first understand ourselves.

### SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

Discuss ways in which family members show love for children. Can someone be angry or upset with you and still feel love? Relate this to feelings children have had toward pets who misbehave.

Read "Love Is a Special Way of Feeling," by Joan Walsh Anglund.

Read "Happiness Is a Warm Puppy," by Charles M. Schulz. Make a "Happiness Is," bulletin board. Discuss similarities and differences in children's likes.

Role play a family situation, using puppets, to illustrate ways in which family members show they understand how other family members feel.

Collect pictures of families engaged in family activities. Discuss what children do with their families. Have them draw pictures showing how family members have fun together.

### SUPPLEMENTARY INFORMATION FOR TEACHERS

Angry feelings toward family members do not negate love nor damage the family structure. Explain that not all family situations are happy all the time. Stress that quarrels are normal within any family structure and that love and respect for each other can still exist.

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMEN F
D. Roles of family members	Love and respect for each other is the key to successful family life.	<p>The class can make a list of two columns: Family Chores - Family Fun. List those things that they do together for fun and for each other. List inexpensive activities for family groups</p> <p>Discuss different kinds of families (one parent, only child, adopted or foster child) and what makes a "house" a "home."</p>	<p>Family volve: 1. sha bil 2. sha (wo pl 3. sha 4. sha 5. sha</p>
1. Father's role	Fathers are usually the ones who earn the money to provide shelter, food, and clothing for the family.	<p>Projects:</p> <ol style="list-style-type: none"> <li>1. Have the children draw pictures of, and tell stories of, the various members of the family.</li> <li>2. Role play, depicting various activities of family life:               <ol style="list-style-type: none"> <li>a. planning together</li> <li>b. working together</li> <li>c. playing together</li> <li>d. sharing</li> </ol> </li> <li>3. Have children make a scrapbook of various family activities.</li> </ol>	<p>Some of have a family or fath home.</p> <p>Role-pl occur s a corne "dresse doll co</p> <p>This ma to disc and fat interch</p>
2. Mother's role	Mothers care for us and provide for the family in many ways.		

# PLEM UNDERSTANDINGS AND F AMENTAL CONCEPTS

## SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

## SUPPLEMENTARY INFORMATION FOR TEACHERS

The class can make a list of two columns: Family Chores - Family Fun. List those things that they do together for fun and for each other. List inexpensive activities for family groups

Discuss different kinds of families (one parent, only child, adopted or foster child) and what makes a "house" a "home."

### Projects:

1. Have the children draw pictures of, and tell stories of, the various members of the family.
2. Role play, depicting various activities of family life:
  - a. planning together
  - b. working together
  - c. playing together
  - d. sharing
3. Have children make a scrapbook of various family activities.

Family relationships involve:

1. sharing of responsibilities
2. sharing of experiences (working together, playing together)
3. sharing feelings
4. sharing beliefs
5. sharing ideas

Some of the children may have a member of the family such as a mother or father absent from the home.

Role-playing will usually occur spontaneously where a corner of the room is "dressed up;" e.g., a doll corner.

This may be a good time to discuss how mother's and father's roles may be interchangeable.

## OUTLINE OF CONTENT

## MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

## SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

## SUPPLE

### 3. Children's role

Children's roles and responsibilities include:

- . helping with self care
- . helping with the care of the home and belongings
- . helping with care of others - younger children, older people, and pets

Children can do many things to help the family and to make parents proud of them.

A new baby gives joy to family members who respond by loving and caring for him.

Change the story of an "old standby" like Cinderella or Hansel and Gretel to have a good stepmother. Dramatize the changed version. Note how that changes the story. Discuss real-life situations where good stepparents are involved. Can a family be a family with a substitute parent? Stress the fact that love from understanding people is the essential ingredient in any family.

Have pupils suggest things children can do for older people.

Let pupils suggest (by writing, drawing, or dramatizing) ways in which children show love for their parents and other family members.

Have pupils draw pictures of things they do at home to help.

Discuss how the child's work in school can be a contribution to the family's happiness and to his own self-development.

Other friends determine parent's ly from stitute (uncle helps fying v Also, sponsib school include stitute for exa childre

What is ance is securit A home childre cared

## MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

Children's roles and responsibilities include:

- . helping with self care
- . helping with the care of the home and belongings
- . helping with care of others - younger children, older people, and pets

Children can do many things to help the family and to make parents proud of them.

A new baby gives joy to family members who respond by loving and caring for him.

## SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

Change the story of an "old standby" like Cinderella or Hansel and Gretel to have a good stepmother. Dramatize the changed version. Note how that changes the story. Discuss real-life situations where good stepparents are involved. Can a family be a family with a substitute parent? Stress the fact that love from understanding people is the essential ingredient in any family.

Have pupils suggest things children can do for older people.

Let pupils suggest (by writing, drawing, or dramatizing) ways in which children show love for their parents and other family members.

Have pupils draw pictures of things they do at home to help.

Discuss how the child's work in school can be a contribution to the family's happiness and to his own self-development.

## SUPPLEMENTARY INFORMATION FOR TEACHERS

Other family members and friends influence role determinations. Where one parent is absent permanently from the home, a substitute of the same sex (uncle, "big brother") helps the child in identifying with his own sex. Also, the duties and responsibilities of the school social worker may include obtaining a substitute "father figure," for example, for those children without a father.

What is of utmost importance is the love and security shown in that home. A home is a place where children are loved and cared for.

## OUTLINE OF CONTENT

## MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

## SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

Children with grandparents might contribute to a discussion on how love for one's children never ceases - even when the children grow up and rear their own families.

### II. Understanding the Life Cycle

#### A. Male and female gender

Each person is born either male or female, but his role as a male or female is partly learned as he grows.

Have children cut out pictures from magazines of infants, babies, children, youths, and adults. Categorize and show progression from infancy to adulthood. Separate male and female pictures. Show how a girl baby grows into a woman and a boy baby grows into a man.

#### B. Meaning of reproduction

Children should be made aware that life can only come from life. (Nonliving things do not reproduce.)

"Plant" seeds and a stone to illustrate only living things grow.

To reproduce means to create a new life of the same kind.

Use appropriate films, filmstrips.  
Coronet - Animal Babies Grow Up  
Jam Hardy filmstrip - The New Baby

All babies - animal and human - grow from eggs.



MAJOR UNDERSTANDINGS AND  
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS  
AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION  
FOR TEACHERS

Children with grandpar-  
ents might contribute to  
a discussion on how love  
for one's children never  
ceases - even when the  
children grow up and  
rear their own families.

Each person is born  
either male or female,  
but his role as a male  
or female is partly  
learned as he grows.

Have children cut out  
pictures from magazines  
of infants, babies, chil-  
dren, youths, and adults.  
Categorize and show pro-  
gression from infancy to  
adulthood. Separate male  
and female pictures.  
Show how a girl baby grows  
into a woman and a boy  
baby grows into a man.

Children should be made  
aware that life can only  
come from life. (Nonliv-  
ing things do not re-  
produce.)

"Plant" seeds and a stone  
to illustrate only living  
things grow.

To reproduce means to  
create a new life of  
the same kind.

Use appropriate films,  
filmstrips.  
Coronet - Animal Babies  
Grow Up  
Jam Hardy filmstrip -  
The New Baby

Some schools may wish to  
add material on animal  
reproduction here. See  
New York State Elementary  
Science Curriculum for  
suggestions.

All babies - animal and  
human - grow from eggs.

## OUTLINE OF CONTENT

## MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

Humans can give birth  
only to human babies;  
dogs give birth to  
puppies, and cats, to  
kittens.

## SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

Coronet - Tad and Frog  
Coronet - Mother Hen's  
Family  
Henk Newhouse - Human  
and Animal Beginnings

## SUPPLEMENTARY INFORMATION FOR TEACHERS

This material should be introduced at the level appropriate to the students' maturity. Children should learn the parts of the body, using the proper terms. They should know there is a reproductive system and the function of this system. See Elementary Science Curriculum Materials for further suggestions. While all children's questions should be answered, they should not be answered until they are asked, or at least until there is good evidence that the questions exist, even though not asked openly.

### C. Preparing for the new baby

#### 1. Importance

New children join the  
family to share the  
love of its members.

Show an appropriate film.  
Discuss how a family pre-  
pares for a new baby.

#### Suggested topics:

- . at home with the family
- . talking over some ex-  
citing news
- . getting ready for the  
new baby
- . grandmother comes to  
help
- . father takes mother to  
the hospital
- . the new baby is here

## OUTLINE OF CONTENT

## MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

## SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

### 2. Role of parents

Both a mother and father are necessary to create a new being.

- . grandmother takes the children to the zoo
- . coming home
- . mother feeds the baby
- . baby's bath
- . a shopping trip
- . first birthday

Show appropriate film.

Have pupils discuss with their parents topics relative to their own birth (i.e., the hospital in which they were born, new baby furniture, room decoration, etc.) Plan to have a class discussion soon after.

Other members of the family (or an outside helper) take over mother's responsibilities while she is in the hospital.

Discuss the child's role as an older brother or sister. Discuss ways the child can help while his mother is away and when she comes home.

### D. Meeting the needs of the newborn

#### 1. Parents' role

The human infant must be fed, clothed, and sheltered by the parents for

### MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

Both a mother and father  
are necessary to create  
a new being.

Other members of the  
family (or an outside  
helper) take over mother's  
responsibilities while  
she is in the hospital.

The human infant must be  
fed, clothed, and shel-  
tered by the parents for

### SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

- . grandmother takes the  
children to the zoo
- . coming home
- . mother feeds the baby
- . baby's bath
- . a shopping trip
- . first birthday

Show appropriate film.

Have pupils discuss with  
their parents topics re-  
lative to their own  
birth (i.e., the hospital  
in which they were born,  
new baby furniture, room  
decoration, etc.) Plan  
to have a class discus-  
sion soon after.

Discuss the child's role  
as an older brother or  
sister. Discuss ways the  
child can help while his  
mother is away and when  
she comes home.

### SUPPLEMENTARY INFORMATION FOR TEACHERS

The teacher should capital-  
ize upon children's  
natural interest in babies.  
Fears that a new baby will  
offer competition for the  
love and attention of the  
parents must be eased. If  
a child feels secure and  
understands his role as a  
member of his family, he  
will more easily accept  
and appreciate a new brother  
or sister.

Point up the need for the  
mother to go to the hos-  
pital to have the baby.  
Stress that hospitals  
offer special care from  
special people such as  
doctors and nurses. Chil-  
dren may wish to reveal  
some of their feelings  
about being lonely while  
mother was away.

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY F
	a long period of time before he can care for himself.		
2. Child's role in caring for the new brother or sister	Each family member has a responsibility in pre- paring for the arrival of the newborn.	Have children discuss: 1. role of each family member in preparing for the arrival of the newborn 2. needs of the new baby and how the children help to care for him or her 3. names for the new baby 4. feelings about hav- ing a new baby	Explain phrase, or the  A child toward family. will wa own fee tain ex are nor may wis term "j substit prieate
III Human Growth and Development	All life begins, grows, changes, and eventually ends.  Each individual is unique and different in some way from all other human beings.	Discuss the meaning of the term "autobiography." Have children write a short autobiography tell- ing their name, age (birthday), family struc- ture, favorite trip, hobbies. Pictures may be drawn to go with the story. Incorporate them into a booklet, "All About Me." (To this might be added children's own snapshots.) Stress importance of each child as a special and unique individual.	The chi 1. all in in 2. som cha can 3. thi cha acc  The chi 1. to her pec 2. tha enc tur

PLEMENT F	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
ain in ase, he the or	a long period of time before he can care for himself.		
child ard ily. l wa fee n ex nor wis m "j stit ate	Each family member has a responsibility in pre- paring for the arrival of the newborn.	Have children discuss: 1. role of each family member in preparing for the arrival of the newborn 2. needs of the new baby and how the children help to care for him or her 3. names for the new baby 4. feelings about hav- ing a new baby	Explain the meaning of the phrase, "a helping hand," or the term, "helper."  A child may feel jealousy toward a new baby in the family. Many youngsters will want to discuss their own feelings. To a cer- tain extent, such feelings are normal. The teacher may wish not to use the term "jealousy," but to substitute a more appro- priate term.
chi all in in som cha can thi cha acc	All life begins, grows, changes, and eventually ends.  Each individual is unique and different in some way from all other human beings.	Discuss the meaning of the term "autobiography." Have children write a short autobiography tell- ing their name, age (birthday), family struc- ture, favorite trip, hobbies. Pictures may be drawn to go with the story. Incorporate them into a booklet, "All About Me." (To this might be added children's own snapshots.) Stress importance of each child as a special and unique individual.	The children should learn: 1. all people are different in some ways and alike in others. 2. some things can be changed and others cannot. 3. things which cannot be changed must be accepted.
chi to her pec tha enc tur			The child should learn: 1. to be proud of his heritage and to res- pect and accept others. 2. that there are differ- ences in body struc- ture and build and

## OUTLINE OF CONTENT

## MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

## SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

### A. Physical

Growth involves change. Everyone goes through many changes that are much the same. Although the changes are similar, the rate of growth varies from individual to individual.

Play a pantomime game where each child may act out something he can do now that he could not do as a baby (i.e., skating, rope jumping, washing dishes).

Each part of the body is an essential part of the whole person and there is nothing shameful about any part.

Use charts and models to explain body systems and functions. (School nurse-teacher may act as a resource person.)

Living things need food, water, and air to grow.

Use charts to illustrate how the body utilizes these elements.

## MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

## SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

## SUPPLEMENTARY INFORMATION FOR TEACHERS

Growth involves change. Everyone goes through many changes that are much the same. Although the changes are similar, the rate of growth varies from individual to individual.

Play a pantomime game where each child may act out something he can do now that he could not do as a baby (i.e., skating, rope jumping, washing dishes).

- that there are advantages as well as disadvantages to each type.
3. that we all have different abilities which we inherit.
  4. that education makes him a different person.

Growing up means different things to each child.

In the early years, knowledge of one's body is learned through observation and function. Children learn that the body grows and changes because they see and feel the change in themselves and in those around them.

Material in this section is closely related to Strand I of the curriculum materials on Health Status.

Each part of the body is an essential part of the whole person and there is nothing shameful about any part.

Use charts and models to explain body systems and functions. (School nurse-teacher may act as a resource person.)

Living things need food, water, and air to grow.

Use charts to illustrate how the body utilizes these elements.

- Simple explanations of body systems and their functions will help children understand the totality, interrelationship, and interdependence of the body parts:
1. circulatory - carries nourishment to all parts of the body



## OUTLINE OF CONTENT

## MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

## SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

## SUPPLEMENTARY INFORMATION FOR TEACHERS

2. respiratory - breathing in of air and breathing out of some wastes
3. digestive - consumption of food and its preparation for use by the body
4. excretory - removal of waste from body
5. skeletal - supports and protects the body
6. muscular - helps the body move
7. reproductive - means by which a baby is born
8. nervous - coordinates all systems of the body and keeps the individual aware of his environment

Correct "baby terms" to proper terminology when dealing with excretory and reproductive systems.

Review height and weight record of each child from previous year and compare with present size and development.

Make cutouts illustrating body changes; compare size and shape of baby, child, adult.

Growth of individuals:

1. Physical
  - a. Optimal growth is enhanced by proper nutrition, play, rest, exercise, and other good health habits.
  - b. All children grow and develop in similar ways, but have

OUTLINE OF CONTENT

MAJOR UNDERSTANDINGS AND  
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS  
AND LEARNING ACTIVITIES

B. Mental

Learning is a special  
kind of growing.

Discuss how learning helps  
us to be more useful, more  
understanding.

Individuals learn in  
many ways and in many  
places such as school,  
home, and community.

Discuss how children can  
solve problems now that  
they couldn't when they  
entered school.

C. Social

Showing interest in and  
respect for others is a  
sign of social growth.

Show pictures and explain  
similarities and differ-  
ences in physical appear-  
ance of various ethnic  
groups.

Good sportsmanship:  
Acceptance of winning  
and of losing are signs  
of social growth.

Discuss the saying, "It  
isn't winning or losing  
that counts, but how you  
play the game." Ask for  
comments. What do we  
mean by good sportsman-  
ship?

## MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

Learning is a special kind of growing.

Individuals learn in many ways and in many places such as school, home, and community.

Showing interest in and respect for others is a sign of social growth.

Good sportsmanship: Acceptance of winning and of losing are signs of social growth.

## SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

Discuss how learning helps us to be more useful, more understanding.

Discuss how children can solve problems now that they couldn't when they entered school.

Show pictures and explain similarities and differences in physical appearance of various ethnic groups.

Discuss the saying, "It isn't winning or losing that counts, but how you play the game." Ask for comments. What do we mean by good sportsmanship?

## SUPPLEMENTARY INFORMATION FOR TEACHERS

their own individual pattern.

- c. The ability to do certain skills increases during the maturation process.

Children differ not only in their learned abilities, but in their inherent potentials to develop different abilities. How we use our abilities is most important. The child should learn that education helps him to understand himself and others, helps to prepare him for adult life, and helps him to understand the world around him.

### 2. Social

- a. Children will grow to be like their parents in many ways and yet retain their own unique individuality.
- b. Socialization is one of the functions of the family (the setting of limits, sharing, cooperation, recognition of others).

## OUTLINE OF CONTENT

## MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

## SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

Discuss feelings of disappointment and how to compensate. Role-play situations where a "loser" tells his feelings and what he did to feel better.

Every person has the right to privacy.

Discuss:

1. the meaning of privacy
2. reasons why people want privacy
3. ways in which children respect privacy of others
4. sharing the lavatory at kindergartens
5. privacy at home - healthful attitudes

### D. Emotional

Learning about one's self will help the individual to understand others.

The child learns to experience the joy of self-fulfillment by making the best use of his abilities.

A child's personality is influenced by his relationships with others.

Birthdays can be used to stress the awareness of self as a person of worth. The children may help plan a special treat for each birthday child.

Dramatize situations which show different feelings. Example: How did you feel when someone took your place on the slide? What did you do? Why?

## MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

Every person has the  
right to privacy.

Learning about one's  
self will help the  
individual to under-  
stand others.

The child learns to  
experience the joy of  
self-fulfillment by  
making the best use  
of his abilities.

A child's personality  
is influenced by his  
relationships with  
others.

## SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

Discuss feelings of dis-  
appointment and how to  
compensate. Role-play  
situations where a "loser"  
tells his feelings and  
what he did to feel better.

Discuss:

1. the meaning of privacy
2. reasons why people  
want privacy
3. ways in which chil-  
dren respect privacy  
of others
4. sharing the lavatory  
at kindergartens
5. privacy at home -  
healthful attitudes

Birthdays can be used to  
stress the awareness of  
self as a person of worth.  
The children may help  
plan a special treat for  
each birthday child.

Dramatize situations which  
show different feelings.  
Example: How did you  
feel when someone took  
your place on the slide?  
What did you do? Why?

## SUPPLEMENTARY INFORMATION FOR TEACHERS

Social growth includes the  
recognition of individual  
differences, the need for  
consideration of others,  
discussion and compromise  
as a way of settling dif-  
ferences, the need for  
attention, the need for  
rules, and the setting of  
limits.

3. Emotional
  - a. The emotional atmos-  
phere in which a  
child grows influ-  
ences his behavior -  
lack of affection,  
security.
  - b. Children tend to  
imitate their  
parents.
  - c. Children learn an  
awareness of self  
(recognition of  
assets and limita-  
tions).

## OUTLINE OF CONTENT

## MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

## SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

## SUPPLEMENTARY INFORMATION FOR TEACHERS

Ask the children to describe the behavior of a courageous person.

Describe feelings when you can throw and catch the ball, skip rope, etc.; the feeling when you get your spelling right; the feeling when a parent is proud of you for something you have done.

Appropriate film: Henk Newenhouse, How Do You Know You're Growing Up

Have children talk about things they do easily; things hard for them to do. Why do they consider them hard or easy? How is it different for everyone?

The children may want to write a few sentences on "What I Do Best."

How can we learn from our failures? What can we do when we fail?

Collect and draw pictures of children showing different emotions. Indicate feelings shown. What situations cause these

Basic needs of individuals:

1. love and affection
2. recognition
3. achievement
4. security
5. new experiences

Most children of this age are eager to face new challenges (i.e., riding a bicycle without training wheels). The concept of "courage" may be introduced now. Children may have a distorted sense of "courage" and may confuse the concept with "foolhardiness." These abstractions can be dealt with quite realistically by using the children's own examples. The teacher should attempt to indicate that a person who is not afraid to accept a dare or try something new may be acting foolishly, rather than courageously.

Development of wholesome relationships between child and adult:

1. mutual trust
2. understanding of authority, its use and function
3. ability to resolve conflict using problem-solving technique.

## OUTLINE OF CONTENT

## MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

## SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

## SUPPLEMENTARY INFORMATION FOR TEACHERS

feelings? What do these feelings make us do? (Discuss that we all have feelings.)

Read A Friend Is Someone Who Loves You, by Joan Walsh Anglund.

The topic, "How to be a friend," may precipitate a discussion on sharing and how others feel about certain things.

Discuss differences in children and how these differences contribute to and enrich friendship.

Have class develop a list of requirements for being a friend or have children make booklets illustrating what they would like from a friend and what they can contribute to a friendship. Two suggested titles are "I Am a Friend Who \_\_\_\_," and "I Would Like a Friend Who \_\_\_\_."

Discuss: How can you show someone that you want to be his friend?

Development of wholesome relationships between children:

1. recognition and appreciation of individual differences
2. choosing friends and being friends
3. learning to be concerned about others and their feelings

The pupil should understand what it means to be "growing up." Growing up never ends - adjustment continues through each stage of life.

The new things a child can do each year as a result of self control are:

1. Learn to wait his turn
2. recognize and respect rights and feelings of others
3. take new responsibilities
  - a) at home
  - b) at school
4. acquire more "freedom" to make choices (according to maturity level)
5. assume responsibility for younger sisters or brothers

OUTLINE OF CONTENT

MAJOR UNDERSTANDINGS AND  
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS  
AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION  
FOR TEACHERS

Discuss times that children have felt "left out."  
List things that children believe are common feelings for all children (i.e., happiness, sadness, etc.).